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THE INFLUENCE OF INVESTIGATION GROUP TYPE COOPERATIVE LEARNING ON THE CRITICAL THINKING ABILITY OF STUDENTS OF THE ISLAMIC RELIGIOUS EDUCATION PROGRAM UNIVERSITY OF SINGAPERBANGSA KARAWANG

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Abstract: This research aims to determine the effect of group investigation learning (X) on the critical thinking abilities (Y) of PAI undergraduate students at Singaperbangsa University Karawang. The research method used a quantitative approach with a relational study type, and the research population was 1140 students with a purposive sampling technique. The research sample was set at 110 students; the instruments used were questionnaires and project-based performance test results. Group Investigation Cooperative Learning, 16% in the low category, 69% in the medium category, and 15% in the high category. So, the cooperative learning group, the Investigation of Islamic Religious Education students, is in the medium category. Students' critical thinking ability is 7% in the low category, 79% in the medium category, and 14% in the high category. So, learning essential thinking skills for Islamic Religious Education students is in the medium category. The R Square value = 0.756; thus, it can be concluded that there is an influence of group investigation learning (X) on critical thinking abilities (Y) of PAI S-1 students at Singaperbangsa University Karawang of 75.6%. In comparison, 24.4% is influenced by other variables that are not variables in this research.

Keywords: Cooperative Learning; Investigation Group; Critical Thinking Ability.

INTRODUCTION

Islamic religious education has a significant role in forming character and morals and understanding religious values for students in higher education (Makbul, 2021). At Singaperbangsa Karawang University, an educational institution prioritizing Islamic values, Islamic religious education is integral to the curriculum. In addition, in global development, critical thinking skills are essential for students to understand profoundly and analyze and evaluate the information they receive (Ferianto et al., 2024).

Investigative group-type cooperative learning is a learning method that facilitates the development of critical thinking skills (Yaumi et al., 2018). In Islamic learning, this approach allows students to explore their understanding through discussion, investigation, and collaboration. However, although this method has been widely researched in various learning contexts, there has yet to be much research that explicitly explores its effect on the critical thinking abilities of

students in the Islamic Religious Education study program at Singaperbangsa University, Karawang.

Singaperbangsa Karawang University is a center of higher education that carries the responsibility of producing graduates who are not only academically competent but also have a deep understanding of religious values and can apply them in everyday life (Pratami et al., 2019). In achieving these goals, thinking critically becomes an indispensable skill (Lestari et al., 2019). Critical thinking skills enable students to understand Islamic teachings better and broaden their horizons in understanding life phenomena from a more vital and analytical perspective.

Islamic religious education at the tertiary level aims to transfer religious knowledge and form critical and analytical thinking about life phenomena.(Mustofa et al., 2023) In this case, a learning approach involving group work and joint investigation is expected to help achieve this goal. However, the effectiveness of this approach in developing the critical thinking skills of Islamic Religious Education students at Singaperbangsa University Karawang still needs to be fully understood (M. Makbul & Nur Aini Farida, 2023).

Although many studies highlight the effectiveness of cooperative learning in improving critical thinking skills, research that specifically explores the influence of investigative group-type cooperative learning on students' critical thinking abilities in the Islamic Religious Education study program still needs to be completed (Makbul & Saputri, 2023). These studies focus on general education or other subjects outside the Islamic religious context. Therefore, research is required to specialize in the influence of investigative group-type cooperative learning on the critical thinking abilities of Islamic Religious Education students at Singaperbangsa University, Karawang (Firdaus et al., 2023).

By deepening understanding of the influence of investigative group-type cooperative learning on the critical thinking abilities of Islamic Religious Education students at Singaperbangsa University Karawang, this research is expected to significantly contribute to developing effective learning methods in Islamic religious education. The findings from this research can be the basis for creating a more relevant curriculum and more effective learning strategies, which can improve the quality of Islamic religious education in higher education. Apart from that, this research can also provide valuable insight for practitioners of Islamic religious education and educational researchers in developing learning methods to develop students' critical thinking abilities.

Based on the results of observations made on PAI students at Singaperbangsa University Karawang, several problems were found related to students' critical thinking abilities, namely:Some students still need help analyzing information in depth, are not used to evaluating various points of view, and need to be more skilled in drawing logical and rational conclusions.

Furthermore, a sharing session was held to listen to the hopes of students regarding efforts to improve their critical thinking skills with the results that Not all students admit that they have competence and self-confidence, especially in

implementing critical thinking patterns; quite a few said that they are still awkward in expressing related ideas. Problems that are being discussed even though they know what is being discussed. There fore, research must be conducted to find effective learning strategies to improve PAI students' critical thinking skills. Based on the description above, it can be emphasized that the problem of this research is the need for more critical thinking skills of students in the Islamic Religious Education Study Program at Singaperbangsa University, Karawang. This is proven by several data and facts that show that students still have difficulty analyzing information, evaluating various points of view, and drawing conclusions. This research aims to find out whether investigative group-type cooperative learning can be a solution to improve students' critical thinking skills.

METHODS

This research uses a quantitative approach through a correlational study (Syahfutra et al., 2020). This design was chosen to determine the effect of cooperative learning type Group Investigation (A. Muri Yusuf, 2015).

The population of this study was all 1140 students of the Islamic Religious Education Undergraduate Study Program at Singaperbangsa University Karawang who attended lectures in the even semester of the 2023/2024 academic year (Nana Sudjana, 2000).

Students The sample for this research was taken using a purposive sampling technique (Mathar, 2018). Representatives of 6th-semester students from class A to class F were taken, for a total of 110 students. Thus, the sample determined in this research was 110 respondents.

The research instrument used in this research was a questionnaire prepared using a Likert scale; students filled out questionnaires related to group investigation learning that had been carried out while collecting data related to students' critical thinking abilities using test instruments through the results of project assignments that had been given (Makbul, 2021).

Informed consent: Researchers have obtained consent from all research participants before participating in the study (Sulaiman Saat dan Sitti Mania, 2018). Data confidentiality: Research data is kept confidential and is only used for research purposes.

RESULT

Descriptive Analysis of Cooperative Learning Type Investigation Group

Descriptive analysis is an essential stage in research, especially in experimental methods. Descriptive analysis aims to describe and summarize the data obtained from the study; this research will explain how students respond to the Cooperative Learning Type Investigation Group (Arief Furchan, 2007). Research on 110 respondents with a questionnaire instrument arranged based on a Likert scale, the results of data collection can be described as follows:

Table 1. Results of Descriptive Analysis of Group Investigation

Descriptives				
			Statistics	Std. Error
Group Investigation	Mean		87.94	,551
	95% Confidence Interval for Mean	Lower Bound	86.84	
		Upper Bound	89.03.00	
	5% Trimmed Mean		88.31.00	
	Median		89.00.00	
	Variance		33,381	
	Std. Deviation		5,778	
	Minimum		70	
	Maximum		98	
	Range		28	
	Interquartile Range		5	
	Skewness		-1.126	,230
	Kurtosis		1,271	,457

From the results of the descriptive analysis using SPSS, a table of cooperative learning categories based on the Group Investigation of Islamic Religious Education Students was created as in the following table:

Table. 2 Categorization of Group Investigation Cooperative Learning

Group Investigation				
Category Limits	**Intervals**	**Frequency**	**Percentage**	**Information**
X < (μ-1.0σ)	X ≤ 82.162	18	16%	Low
(μ-1.0σ) ≤	82.162 ≤ X ≤ 93.718	76	69%	Medium
(μ + 1.0σ) ≤	93.718 ≤	16	15%	High
Amount		**110**	**100%**	

Referring to the category table, it is known that in Cooperative Group Investigation Learning, 16% is in the low category, 69% is in the medium category, and 15% is in the high category. So, the cooperative learning group, the Investigation of Islamic Religious Education students, is in the medium category.

Descriptive Analysis of Students' Critical Thinking Abilities

Furthermore, data related to students' critical thinking abilities was collected using performance test learning results and observations assessed by lecturers during the learning process, with the following results:

Table 3. Students' Critical Thinking Ability

Descriptives Y				
			Statistics	Std. Error
Think critically	Mean		66.53.00	,529
	95% Confidence Interval for Mean	Lower Bound	65.48.00	
		Upper Bound	67.58.00	
	5% Trimmed Mean		66.40.00	
	Median		65.00.00	
	Variance		30,820	
	Std. Deviation		5,552	
	Minimum		53	
	Maximum		84	
	Range		31	
	Interquartile Range		6	
	Skewness		,587	,230
	Kurtosis		,776	,457

From the results of the descriptive analysis using SPSS, a table was created for the Student Critical Thinking Ability categories in the following table:

Table 5. Students' Critical Thinking Ability

Critical thinking				
Category Limits	**Intervals**	**Frequency**	**Percentage**	**Information**
X < (μ-1.0σ)	X ≤ 60.978	8	7%	Low
(μ-1.0σ) ≤	60.978 ≤ X ≤ 72.082	87	79%	Medium
(μ + 1.0σ) ≤	72,082 ≤	15	14%	High
Amount		**110**	**100%**	

Referring to the category table, students' critical thinking abilities are 7% in the low category, 79% in the medium category, and 14% in the high category. So, learning critical thinking skills for Islamic Religious Education students is in the medium category.

Test for Normality and Linearity of Variable X against Y

The results of the descriptive analysis that has been carried out provide a general picture regarding variable data for the implementation of group investigation-type cooperative learning and students' critical thinking abilities. Before proceeding to inferential analysis, a prerequisite test analysis is first carried out, namely the normality test and linearity test on the research variables, along with the results. Normality test of project-based learning variables on student collaboration abilities: The following are the results of the normality test using SPSS:

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
	N	110
Normal Parameters, b	Mean	.0000000
	Std. Deviation	27,400.0
Most Extreme Differences	Absolute	,069

	Positive		,069
	Negative		-.059
Statistical Tests			,069
Asymp. Sig. (2-tailed) c			.200d
Monte Carlo Sig. (2-tailed) e	Sig.		,231
	99% Confidence Interval	Lower Bound	,221
		Upper Bound	**,242**

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 92208573.

Table 6 shows the Kolmogorov-Smirnov normality test using SPSS. The sig value, 0.242, is more significant than 0.05, so the research data is usually distributed.

The analysis is continued with a linearity test. The linearity test is a test to determine whether the independent and dependent variables have a linear relationship. The results of the linearity test of project-based learning variables on students' critical thinking abilities are as follows:

Table 7. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Critical Thinking * Group Investigation	Between Groups	(Combined)	3,184,932	27	117,960	55,436	<.000
		Linearity	2,541,064	1	2,541,064	1,194,177	<.000
		Deviation from Linearity	643,868	26	24,764	11,638	<.060
	Within Groups		174,486	82	2,128		
	Total		3,359,418	109			

The analysis using SPSS shows that the significance value (sig.) in the Deviation from the Linearity column is 0.060 > 0.05; it can be concluded that there is a linear relationship between project-based learning variables and students' critical thinking abilities.

Simple Linear Regression Analysis

To find out whether project-based learning influences students' critical thinking abilities, SPSS application regression analysis with a significance level of α = 0.05, and the analysis results were carried out using SPSS. The results of simple regression analysis can be seen in the following table:

Table 8. Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**-6,960**	4,022		-1,731	,086
	Group Investigation	**,836**	,046	,870	18,313	**<.001**

a. Dependent Variable: Critical Thinking

The regression line equation is written in the form $\hat{Y} = \alpha + bX$. This equation shows the direction of the relationship between X and Y, whether positive or negative. Based on the SPSS analysis results in the coefficient table above, a constant value of $\alpha = -6.960$ is obtained. This number is continuous, meaning that if there is no investigation group learning variable (X), critical thinking ability (Y) is 0.836. b= regression coefficient number whose value is 0.836. This number means that for every 1% additional group investigation learning (X), students' critical thinking abilities (Y) will increase by 0.836. Because the coefficient value is positive, it can be said that group investigation learning (X) results in critical thinking skills (Y) whose regression equation can be written $\hat{Y} = 6.960 + 0.8364\ X$.

HYPOTHESIS TESTING

Hypothesis testing aims to determine whether the regression coefficient is significant. The hypothesis proposed in this research is:

Table 9. ANOVA

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,541,064	1	2,541,064	335,350	<.001b
	Residual	818,354	108	7,577		
	Total	3,359,418	109			

a. Dependent Variable: Critical Thinking
b. Predictors: (Constant), Group Investigation

H0 = There is no effect of group investigation learning (X) on critical thinking skills (Y)

Ha= There is an influence of group investigation learning (X) on critical thinking skills (Y)

To ensure that the regression coefficient is significant or not, a hypothesis test is carried out by comparing the value (sig.) with a probability of 0.05, or you can also compare the t-count value with the t-table.

The basis for decision-making can be formulated as follows:

If the significance value (sig.) <0.05, then there is an influence of group investigation learning (X) on students' critical thinking abilities (Y).

On the other hand, the significance value (sig.) is >0.05, so group investigation learning (X) does not influence students' critical thinking abilities (Y).

Based on the SPSS output in Table 8 Coefficients, it is known that the significance value (sig.) is 0.000 < 0.05, so it can be concluded that H0 is rejected. Ha is accepted, which means that "There is an influence of group investigation learning (X) on critical thinking skills (Y). "

Table 10. Model Summary

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870a	**,756**	,754	2,753

a. Predictors: (Constant), Group Investigation
b. Dependent Variable: Critical Thinking

From the results of the analysis, it is known that the R Square value = 0.756; thus, it can be concluded that the influence of group investigation learning (X) on the critical thinking ability (Y) of PAI S-1 students at Singaperbangsa University

Karawang is 75.6%, while it is 24.4%. % influenced by other variables that are not variables in this research.

DISCUSSION

Overview of Group Investigation Type Cooperative Learning

The research results show that the application of investigative group-type cooperative learning to Islamic Religious Education Undergraduate Study Program students at Singaperbangsa University Karawang has a distribution of critical thinking abilities as follows: 16% of students are in the low category, 69% are in the medium category, and 15% are in the high category.

This distribution shows that most students experienced a significant increase in critical thinking skills, although not all reached the high category. This can be analyzed from several theoretical and practical perspectives on cooperative learning and critical thinking skills (Hamzah et al., 2022).

According to Slavin, cooperative learning theory involves students working in small groups to help each other understand the subject.(Mundzir, 2022) The Group Investigation type is a cooperative learning model emphasizing group research, where students actively identify problems, collect data, and present their findings (Irdam Idrus & Sri Irawati, 2019).

Vygotsky's social learning theory emphasizes that social interactions are fundamental to cognitive development (Supriyadi, 2013). In the context of Group Investigation, students learn through group discussions, sharing ideas, and collaboration, which accelerates their critical thinking processes. Students actively involved in cooperative learning tend to experience improvements in critical thinking skills because they are constantly asked to analyze information, provide arguments, and evaluate their and other group members' views.

Analysis of research results, students in the Low Category were 16%. Students in this category may need help with obstacles, such as a lack of active group involvement or fundamental critical thinking skills limitations. The theory from Johnson & Johnson 1989 states that the quality of interaction between group members dramatically influences the effectiveness of cooperative learning (M. Nur Ghufron dan Rini Risnawati S, 2012). If interaction is not optimal, learning outcomes will also not be optimal. Students in the Medium category make up 69% of the total. Most students are in this category, indicating that the Investigation Group effectively improves critical thinking skills, although at a low level. This can be explained through Piaget's constructivism theory, which states that learning is an active process in which students build new knowledge based on previous experiences (E. Usman Effendi, 2000). In groups, students can construct new understandings through discussion and collaboration, gradually improving their critical thinking skills.

The 15% high category students in this category most likely have strong basic critical thinking skills and can take full advantage of the advantages of the Group Investigation method. Gardner's Multiple Intelligences Theory states that everyone has different intelligence, and those with high interpersonal and intrapersonal intelligence tend to be more successful in cooperative learning (Sukmadinata, 2009).

These students may have better abilities in collaborating with others, as well as high reflective skills to evaluate their thought processes.

Overview of Student Critical Thinking

Based on the descriptive analysis results, students' critical thinking abilities were divided into three categories: low (7%), medium (79%), and high (14%). These results show that most students (79%) are still in the medium category, with only 14% showing high critical thinking abilities.

This finding deserves attention because critical thinking is one of the crucial skills students must have, especially in the current information era. Critical thinking skills enable students to:

a. Analyze information in depth and objectively
b. Critically evaluate arguments and ideas
c. Solve problems creatively and effectively
d. Make the right and responsible decisions

Students' low critical thinking abilities can be caused by several factors, such as:

a. Less conducive learning methods
b. Lack of student motivation and interest
c. High study load

To improve students' critical thinking skills, comprehensive efforts are needed from various parties, using more active and participatory learning methods such as group discussions, problem-solving, and research projects (Friskilia & Winata, 2018). Providing assignments that challenge students to analyze information, evaluate arguments, and solve problems critically while increasing students' motivation and interest in learning, as well as taking advantage of the various learning resources available. Actively participate in lecture activities and group discussions.

The study program also facilitates adequate facilities and infrastructure for critical learning, such as books, journals, and internet access. It also trains lecturers on how to develop students' critical thinking skills.

Improving students' critical thinking skills is an ongoing process and requires commitment from all parties. With serious effort, students can become critical thinkers who can face various challenges in the future.

The Effect of Investigative Group Learning on Students' Critical Thinking Abilities

Based on the linear regression analysis results, an R square value of 0.756 was obtained. This value shows that 75.6% of the variation in critical thinking abilities (Y) of PAI S-1 students at Singaperbangsa University Karawang can be explained by the group investigation learning variable (X). Meanwhile, the remaining 24.4% is explained by other variables not measured in this study.

The R Square value shows the strength of the relationship between the independent variable (X) and the dependent variable (Y). In this case, the value of 0.756 is considered vital.This means a close relationship exists between group investigation learning and students' critical thinking abilities.

The higher the R Square value, the more significant the proportion of variation in the dependent variable that the independent variable can explain.The application of group investigation learning influences 75.6% of the variation in students' critical thinking abilities.This

shows that group investigation learning significantly influences students' critical thinking abilities.Students who take part in group investigation learning tend to have better critical thinking skills than those who do not. Other factors outside group investigation learning influence 24.4% of the variation in students' critical thinking abilities.

These factors could be:

a. Individual student characteristics include learning motivation, learning style, and self-confidence.
b. Learning environment: such as support from lecturers, peers, and family.
c. Previous learning experiences include attending seminars, training, or reading books about critical thinking.

The findings of this research are supported by several theories that explain group investigation learning and critical thinking skills, such as:

Cooperative Learning Theory: This theory states that cooperative learning can improve students' critical thinking abilities through interaction and collaboration between students. In group investigation learning, students are encouraged to work in small groups to solve problems and produce products.(Agus Suprijono, 2009)

This process helps students develop critical thinking skills, such as analysis, evaluation, and problem-solving. Constructivist Learning Theory. This theory emphasizes the importance of learning through direct experience and the construction of knowledge by students.

Group investigation learning provides a platform for students to be actively involved in the learning process, building their knowledge through the experience of working together in groups.

This helps students develop more profound and more meaningful critical thinking skills (M. Makbul, 2021).

Problem-Based Learning Theory, this theory states that learning through solving real problems can improve students' critical thinking abilities (Zaharah, 2020).

Group investigation learning often involves projects or problems related to real life that students must solve in groups. This process helps students develop critical thinking skills that can be applied in real-life situations (Lestari et al., 2019).

Group investigation learning significantly influences the critical thinking abilities of PAI undergraduate students at Singaperbangsa University, Karawang. This is to the theories underlying group investigation learning and critical thinking skills. Group investigation learning can improve students' critical thinking skills in various departments and universities.

CONCLUSIONS

Referring to the discussion that has been outlined, Cooperative Group Investigation Learning has 16% in the low category, 69% in the medium category, and 15% in the high category. So, the cooperative learning group, the Investigation of Islamic Religious Education students, is in the medium category.Students' critical thinking ability is 7% in the low category, 79% in the medium category, and 14% in the high category. So, learning critical thinking skills for Islamic Religious Education students is in the medium category.The R Square value = 0.756; thus, it can be concluded that the influence of group investigation learning (X) on critical

thinking abilities (Y) of PAI S-1 students at Singaperbangsa University Karawang is 75.6%, while variables influence 24.4%. Others that are not variables in this research

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